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ABSTRACT

The report summarizes activities and accomplishments of the Portage Project Outreach approach which provides training and technical assistance to Project Outreach approach, which provides training and technical assistance to Portage Project model focuses on early intervention in either home or center-based settings. Following a brief overview of the project, a summary of activities describes accomplishments in awareness, stimulation of services, materials development, and training and technical assistance. Objectives and progress toward the objectives in these four areas and in evaluation are then elaborated upon. Extensive appendixes include sample training and technical assistance agreements; listings on conferences, presentations, workshops, and correspondence; a sample of the model implementation site training process; and a listing of Portage Project model implementation sites. (CL)

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PORTAGE PROJECT OUTREACH

PROGRESS REPORT

July 1, 1981 - June 30, 1982

G008100740

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PORTAGE PROJECT REPORT

Indices

1981-1982

Product Development

Number of children receiving new/improved services via use of selected materials, items or components of the Portage Project Model: 139,440.

Number of publications: 9

Number distributed: 11,581

Awareness

Number of persons requesting additional information by written requests: 2,866

Number of persons visiting demonstration sites: 142

Fourteen (14) formal presentations at various sites to over 450 individuals.

Participated in eleven (11) national and state conferences.

Twenty-one (21) articles were published on various aspects of the Portage Project in 1981-1982 in professional publications.

Stimulating Sites

NAME AND ADDRESS	NUMBER OF CHILDREN SERVED	AGES OF CHILDREN	HANDICAPPING CONDITION	TYPE OF AGENCY
Foresight Project Estes Park Elementary Estes Park, CO 80517 Linda Ralston (303) 586-9529	8	0-5	Developmentally Delayed	Public Schools Preschool Incentive Grant
Preschool Program East Central BOCES Box H Limon, CO 80828 Naomi Malcolm (303) 775-2342	23	0-5	Non-Categorical	Public Schools Cooperative Title VI-B

EC 151086

NAME AND ADDRESS	NUMBER OF CHILDREN SERVED	AGES OF CHILDREN	HANDICAPPING CONDITION	TYPE OF AGENCY
Regional Child Development Center Developmental Services, Inc. P.O. Drawer II Big Stone Gap, VA 24219 Bill Smith (703) 523-0682	56	0-5	Developmentally Delayed Multi-Handicapped	Private Non-profit
Early Beginnings Woodland Consolidated Schools School Union #122 R.F.D. 3 Caribou, ME 04736 Laura Flagg (207) 492-6561	25	2-4	Developmentally Delayed	Public Schools Title IV-C
Sno-Valley Developmental Center P.O. Box 300 Snoqualmie, WA 98065 Diane Hanley (206) 788-6637	20	3-5	Developmentally Delayed	Developmental Center Title VI-B
Infant-Preschool Program South Metro Psychoeducational Center 370 Blair Villa Dr.SE Atlanta, GA 30354 Don Burns (404) 363-6976	29	0-4	Non-Categorical	State Funded Agency Serving Public Schools
Mille Lacs Family Education Program Star Route Onamia, MN 56359 Lanette Bellecourt (612) 532-4181	12	0-5	Developmentally Delayed	Community Reservation Program State and Federal Grant
Yellowstone-West/Carbon County Special Services Cooperative c/o Belfry Schools Belfry, MT 59008 Vickie Fritz (406) 664-2348	12	3-5	Multi-Handicapped	Public Schools Special Education Cooperative

NAME AND ADDRESS	NUMBER OF CHILDREN SERVED	AGES OF CHILDREN	HANDICAPPING CONDITION	TYPE OF AGENCY
Early Childhood Program Lodi Public Schools Barry Golden (608) 592-3851	13	0-5	Multi-Handicapped	Public School
Ojo Caliente Head Start Program P.O. Box 6 El Rito, NM 87530 Mary Martinez (505) 581-4505	355	3-5	Developmentally Delayed	Head Start

Training

University of Wisconsin
Whitewater, Wisconsin
41 students

University of Wisconsin
Madison, Wisconsin
38 students

University of Wisconsin
Milwaukee, Wisconsin
40 students

University of Wisconsin
Eau Claire, Wisconsin
9 students

Conducted Twenty-six (26) 2-3-1/2 day workshops to 432 individuals

Funding provided by workshop sites: $6,204.70

Conducted training of resident interns in Portage Project Direct Services.

Conducted four on-site workshops in Portage, Wisconsin.

Provided University of Wisconsin-Extension Continuing Education Units (CEU) to individuals who participated in three and a half day workshops.

State Involvement

Participated in the Poly Institute sponsored by the State Department of Education in Wisconsin.

Completed plans with Nebraska State Education Association to conduct a three day training workshop at the Nebraska State Convention.

Served on various Wisconsin CEC/DEC Committees (Membership, Legislative).

Assisted the Menominee County Unified Board in improving and expanding services to abused and fetal alchohol syndrome children on the Menominee Reservation.

Worked with community health and social service agencies in establishing a parent training program for child abusing families.

Participated in community network for development of a coordinated community service program for profoundly handicapped infants and their parents.

National Involvement

Participated in three HCEEP Rural Network Conferences

Received funding from the National Diffusion Network.

Member of the SEP/NDN Early Childhood Sub-Network.

Project staff served as rapporteur and as one of two HCEEP representatives to the International Symposium on Services for Young

Disabled Children, Their Parents, and Families, sponsored by SEP, NIHR, and UNESCO.

DATE OF REPORT: September 21, 1982

GRANT NUMBER: G008100740

CFDA NUMBER: 84.024B

PERIOD OF REPORT: July 1, 1981 through June 30, 1982

GRANTEE NAME: Portage Project Outreach

CERTIFICATION: I certify that to the best of my knowledge and belief, this report (consisting of these subsequent pages and attachments) is correct and complete in all respects, except as may be specifically noted herein.

Paul L. Gundlach

Paul L. Gundlach
Federal Projects Coordinator

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I. OUTREACH PROJECT ABSTRACT

The Portage Project training and technical assistance Outreach Model disseminates information to agencies that are interested in planning and providing quality educational services to preschool children. Projects or programs become aware of the assistance the Portage Project is able to provide through several types of dissemination activities:

- Published materials and articles
- Conference presentations
- Workshops
- Requests for information originating from the sale of the Portage Guide to Early Education, the Portage Guide to Home Teaching, the Portage Parent Program and the Parent's Guide to Early Education
- Demonstration sites

In addition to these dissemination activities, the Portage Outreach Model's training and technical assistance activities are extensive and wide-reaching.

Examples include:

-Presentation to state department personnel in the process of planning and implementing services to handicapped children;

-Workshops designed to increase the effectiveness of the parent component in classroom and/or home-based programs;

-Workshops designed for the implementation of the curriculum, Portage Guide to Early Education, in center and/or home-based programs;

-Workshops and training programs to implement the Portage

Home Teaching Model in areas that do not have home teaching, parent training or early intervention programs;

-Training and technical assistance to medical centers implementing follow-up programming following evaluation;

-Training in Model components to university students and internship training in home intervention in Portage;

-Training which provides residential care institutions with a method of assisting children in their own home through home intervention and providing an educational program for children residing in the institution;

-Training in individualized instruction, including precision teaching, task analysis and writing behavioral objectives and

-Assistance to local school districts in the implementation of programs to meet the requirements of P.L. 94-142.

In-depth training and technical assistance is provided to agencies that wish to implement the Portage Model. In the ten years of Outreach funding from OSE, over 75 model implementation sites have received such training.

When a site expresses commitment and a need to implement the Portage Home Teaching Model, a needs assessment is conducted to determine:

-The administrative commitment to initiate a quality home teaching program;

-The existing financial resources to initiate and maintain a home training program;

-The commitment to implement the home teaching process;

-The number of children served;

-The ability of staff to ensure maintenance of a quality service program and to justify the cost of the training and

-The willingness of the site to evaluate their effectiveness.

If an agency meets the necessary requirements established by the needs assessment, a training and technical assistance agreement is written between the agency implementing the Model and the Portage Project. The objectives of the training and technical assistance agreement are:

-To state the roles and responsibilities of each agency in the cooperative venture of implementing the Model;

-To formalize the determination to implement a home training model;

-To formalize the number of staff to be trained in the Model;

-To formalize the number of children to be served by the program;

-To formalize the length and nature of the training program;

-To determine responsibilities for obtaining materials and equipment needed in the training program;

-To determine the number of follow-up visits and their objectives and

-To determine the type of evaluation instruments to be used and the nature of the evaluation form to be completed.

The Portage Project Outreach training program includes an Introduction to the Portage Model, Identification Techniques, Assessment Methods, Individualized Curriculum Planning, Task Analysis, Writing Behavioral Objectives, the Use of the Portage

Guide to Early Education, Home Teaching Procedures and Parent Participation, Do's and Don'ts of Home Teaching, Recording and Reporting Procedures, the Effective Use of Community Resources and Structure and Process of Staff Meetings.

The Outreach staff has found that the most effective teaching methods include;

-Modeling of activities and the home teaching process;

-Completion of activity charts as a group and then individually;

-Completion of worksheets on task analysis and behavioral objectives;

-Opportunities to participate in assessment procedures through viewing of video-tapes and

-Active participation by the audience through role playing, breaking into small groups and the usual lecture and audio visual presentations.

The Outreach Project's training program provides an appropriate format for many types of workshops in terms of the materials to be covered and the sequence and training.

Portage Project Outreach staff return at least once to each model implementation site. The purposes of this follow-up visit include:

-Accompanying home trainers on home visits to assist in improving their home teaching skills;

-Assisting the project administrator in the reporting and logging system;

-Participating in the weekly inservice training program and staffing and

-Informally discussing problems related to working with parents and children.

All implementation sites are encouraged to contact Project staff anytime a problem or concern arises. Also, a crisis visit is included in all contracts to provide additional assistance if needed. Each site receives a copy of the site evaluation discussing program strengths and recommendations.

All model implementation sites and the Portage Project are involved in a cooperative effort to evaluate the Portage Model. This includes information concerning the progress of individual children in the Project, information concerning group gains, resources necessary to implement the Model and variables that affect the outcome of the home training Model. These variables include:

-The parenting agent

-Home training background

-Age at intervention

-Length of intervention

-Number of successful prescriptions

The Portage Project Outreach staff has been actively involved in the development of materials to assist projects in implementing individualized programs for children and parents. In addition, dimensions of training have been expanded through the development of new materials utilized by participants in training workshops.

Additions, modifications and revisions of materials have been made as a result of field testing by the Direct Service staff. These materials include the Curriculum Guide, the Home Teacher's Manual, the recently published Portage Parent Program, the Parent's Guide to Early Education and a variety of forms, techniques and audio visual materials used by both the Direct Service staff and the Outreach staff. Materials developed are:

A. Materials Available for Purchase

1. Portage Guide to Early Education (revised edition)
   This curriculum guide, for use with children functioning between birth and six years of age, consists of a manual of instructions, a sequential Checklist of behaviors which includes five areas of development (socialization, self-help, cognitive, motor and language), an infant stimulation section and a set of curriculum cards to match each of the behaviors listed in the Checklist. The cards contain materials and teaching suggestions to assist teaching in individualized programming. The Portage Guide to Early Education is available in both English and Spanish.

2. Portage Guide to Home Teaching
   This manual is a comprehensive description of the procedures and recording format used in the Portage Model.

3. Portage Parent Program

This program includes a book of twenty-three readings for parents addressing important issues in teaching and management skills. It also includes an instructor's manual which explains in detail the process for teaching parents how to teach and manage their child's behavior. The third item included in the program is a parental behavior inventory used to assist in programming for parents and documenting the progress they have made.

4. Parent's Guide to Early Education

This book is a special edition of the Portage Guide to Early Education. It is developed for use by parents. It includes a Checklist of the behaviors children learn from birth to six years of age in five areas of development and an infant stimulation section. Detailed instructions are provided for teaching each skill listed.

B. Training Materials

1. Workshop Manual for Trainers
2. Video Tapes
   a. Home Visits
   b. Formal and informal assessment
   c. Increasing and decreasing behaviors

3. Transparency Packages
    a. Task analysis
    b. Activity charts
    c. Behavioral objectives
    d. Data recording systems
    e. Parent training program
4. Classroom Curriculum and Reporting System
5. Slide Tapes
    a. Home teaching process
    b. Portage Project overview
    c. Curriculum

C. Dissemination Materials

1. Portage Project Book of Readings
2. Publications in professional journals
3. Brochures
    a. Training and Technical Assistance
    b. Materials
    c. Model
    d. On-Site Learning Workshop

II. SUMMARY OF ACTIVITIES AND ACCOMPLISHMENTS

A. Awareness

1. Fourteen formal presentations at various sites to over 400 individuals.
2. Thirteen presentations at eleven national and state conferences.
3. Disseminated a revised "Portage Project Readings".
4. Rented space for a convention booth display at two conventions.
5. Twenty-one articles concerning various aspects of the Project were published in various professional publications.
6. Responded to 2,866 requests for information on the Portage Project model and its materials.
7. Completed negotiations for translation of the Portage Guide to Early Education into eleven languages.

B. Stimulation of Services

1. Member of the SEP/NDN Early Childhood Sub-Network.
2. Participated in the Poly Institute sponsored by the State Department of Education in Wisconsin for Early Childhood Special Education teachers.
3. Participated in three HCEEP Rural Network Conferences organized to increase services in rural areas.
4. Participated as a member of the HCEEP Rural Network.

5. Served on various DEC/CEC Committees.
6. Worked collaboratively with community health and social agencies in establishing a parent training program for child abusing families.
7. Participated in community network for the development of a Coordinated Community Services program for profoundly handicapped infants and their parents.
8. Served as rapporteur and HCEEP representative to the International Symposium on Services for Young Disabled Children, Their Parents, and Families sponsored by SEP, NIHR, and UNESCO.

C. Materials

1. Continued to disseminate Outreach Training and Technical Assistance materials.
2. Developed a new video tape on the home teaching components for use in training.
3. Developed new transparencies for use in training.
4. Completed negotiations with a consortium of individuals in Great Britain and the Middle East to translate the Portage Project materials for use with handicapped children in Qatar, Kuwait, and the Arabian Gulf area.
5. Continued the dissemination of those materials developed by the staff which are presently available (Portage Guide to Early Education, Portage Guide to Home Teaching, Parent's Guide to

Early Education, Guia Portage de Educacion Preescolar, and Portage Parent Program).

6. Revised the Portage Project Training and Technical Assistance brochure and developed a new brochure for on-site Portage Learning Workshop.
7. Developed a handbook to assist parents in the transition of their handicapped children from a preschool program to kindergarten.

D. Training and Technical Assistance

1. Identified and trained ten Model Implementation Sites.
2. Conducted 26 workshops on selected topics or major components of the Portage Project Model. Four hundred and thirty-two individuals attended these workshops.
3. Conducted four on-site workshops in Portage, Wisconsin.
4. Conducted training of resident intern in the Portage Project Model.
5. Provided University of Wisconsin-Extension Continuing Education Units (CEU) to 66 individuals who participated in three and a half day workshops.
6. Conducted two courses at the University of Wisconsin at Whitewater and Eau Claire for graduate students in Special Education, Psychology and Occupational Therapy.

III. OBJECTIVES

The objectives as stated in the Portage Project Outreach Project Grant Proposal to which this report is in response (1981-1982) are as follows:

A. Awareness

To make not less than five formal presentations at national, regional and statewide professional conferences. The Project has found that presentations at professional conferences provide an effective way to orient professionals and non-professionals to the Portage Project Model, the materials that have been developed and the types of assistance that are available. The presentations may include an overview of the entire Project or a unique feature of the Project such as the home teaching process, working with parents or the curriculum guide. These conference presentations often result in requests for in-depth workshops and training as model implementation sites.

To provide descriptive materials of the Project to persons making such requests by mail or telephone and to host site visits for interested parties. The Project has a variety of materials that describe the Model, the products and the types of assistance that are available. Often, people interested in the Project request permission to visit Portage to see first hand the operations. The Project makes every attempt to accommodate such requests.

To submit not less than three articles to professional journals or popular national magazines on the various components and services of the Portage Project. The Project has a wealth of information and data that has been used for previous articles and is continuously collecting and developing new services and new products which can be disseminated via additional articles.

To mail awareness letters describing the Project and technical assistance available to Regional Resource Centers, State Facilitators, and State Departments of Special Education. These letters will be mailed at the beginning of the fiscal year to enable agencies to consider training options available.

To disseminate information/evaluation results from implementation sites.

To disseminate information concerning translations and/or adaptations of the Portage Guide to Early Education.

To cooperate with textbook authors and individuals preparing course materials and publications.

B. Stimulation of Services

To assist those states that are developing state plans by advising members of the planning committee through presentations, written communications and direct technical assistance. This objective will be met when

travel and per diem expenses are paid either through Aids to States grants or SEA monies.

To provide direct technical assistance to local programs in designing an effective screening, assessment and diagnostic system. This objective will be met when travel and per diem expenses are paid either through Aids to States Grants or SEA monies.

To provide assistance to state and local agencies in planning and administering high quality services to young handicapped children. This would include:

-needs assessment

-funding and budgeting

-staff selection and training

-physical facilities, equipment and materials

-program evaluation

This objective will be met when travel and per diem expenses are paid either through Aids to States grants or SEA monies.

To provide direct training to the local staff in the:

-Portage Project Model

-Portage Guide to Early Education

-classrooms with a home-based component

-parent involvement

-Individualized Educational Plan

-evaluation

To insure that the services offered are of high quality.

To cooperate with other service providers (such as Mental Health, Health Sciences, Developmental Disabilities Boards, Associations for Retarded Citizens, Day Care and private agencies) in an effort to:

-expand services to young handicapped children

-improve services to young handicapped children

-provide for professional growth and evaluation

-develop methods of research in early childhood education

Participate in the HCEEP Rural Consortium to assist in meeting the unique needs of serving young handicapped children in a rural setting.

Participate in the SEP/NDN subnetwork to better identify training needs and identify replication sites.

C. Materials Development

To disseminate the revised "Portage Project Book of Readings". This publication is an 80 page, 8-1/2 by 11 inch book disseminated to approximately 5000 individuals annually. It contains five of the original articles and eight new ones, including an article describing the research findings resulting from use of the Portage Parent Program.

To disseminate a limited edition of the Portage Guide to Early Education, entitled Parent's Guide to Early Education, a book form of the Portage Guide to Early Education with modified instructions for parents.

To submit five brief Project and materials descriptions to professional and parent publications.

To submit necessary information regarding Portage Project materials and program to parties developing directories and resource lists for parents and service personnel working with handicapped children (Universities, Public Schools, Education Service Center, Far West Labs, ERIC System).

To have materials booth at one major level conference.

To develop new training materials as indicated by formative and summative evaluation of training.

To continue the dissemination of those materials developed by the staff which are presently commercially available. (Portage Guide to Early Education, Portage Parent Program, Portage Guide to Home Teaching.)

D. Training and Technical Assistance

Level 1 - To provide training and technical assistance to at least ten sites implementing all or a significant part of the Portage Project Model. These sites will be identified as model implementation sites and must meet the following selection criteria:

-A commitment in terms of financial and administrative support to provide quality home-based services to handicapped children and their parents;

-Stability of funding so that program will continue after the first year;

-A staff of sufficient size to serve enough children to make a significant impact on the population of handicapped children in the geographical region covered;

-Willingness to collaborate in evaluation and development efforts with the Portage Outreach Project.

Once it has been determined that a site meets the above criteria, an assessment of training needs is completed. A formal agreement is then drafted, designating the responsibilities of the Portage Project and the implementation site. See Appendix A for sample agreements. These sites receive follow-up visits in addition to the week long training. This objective will be met as follows:

5 sites - travel and per diem - Portage Project

5 sites - travel and per diem - host site

Level 2 - To conduct fifteen one to three day workshops on select topics or components of the Portage Project Model. This level of training is designed to meet the needs of agencies with existing preschool programs that want to add one or two component areas of the Portage Project Model to their present services, wish to upgrade staff skills in a particular area or are planning

a service program and are interested in learning about the Portage Project Model to assist in developing a service format of their own. These agencies generally do not meet the criteria established for model implementation sites and often are not inclined to commit themselves to a formal agreement. These sites receive training but are not provided with follow-up visits as are the implementation sites. The training offered at this level includes:

-Training in the Portage Project Model;

-Training in select components of the Portage Project Model such as task analysis, precision teaching and parent involvement;

-Training in the use of the Portage Guide to Early Education;

-Training in the use and implementation of the Portage Parent Program.

This objective will be met as follows:

4 sites - travel and per diem - Portage Project

6 sites - travel and per diem - host site

Level 3 - To conduct four three and a half day on-site workshops in Portage. These workshops are the same in-depth training provided in Level 1, however, they are conducted in Portage and thus provide a cost effective way to train the staff of agencies having less than five home teachers. In many cases, it would be impossible to provide training to these people at their own

location. At this level of training, no follow-up services are offered.

Level 4 - To provide training in the Portage Project Model to under-graduate and graduate special education students. In collaboration with the University of Wisconsin-Whitewater, Department of Special Education, the Portage Project provides a variety of training and practicum experiences to students. Interns are hired for one year to serve as a home teacher in the Portage Project Dirct Services component, thus incorporating teaching experience with the intern's proposed program of graduate study. Additional students complete one semester practicums which combine supervised teaching experience in the home-based and classroom/home-based components of Portage Project Direct Services as well as participation in the activities of the Outreach staff such as training, materials development and research. Other special education students attend on-site training workshops for university credit with advance approval of the Special Education Department of the University of Wisconsin-Whitewater. Portage Project staff menbers teach one semester classes in Early Childhood Exceptional Educational Needs under the auspices of the university as well.

The Portage Project staff respond to requests from universities for information on services and materials available for use in courses in early childhood and

parent training and involvement.

Level 5 - To conduct a trainers' workshop for those people who have demonstrated specified competencies which include working as a home teacher. This training program will be developed to aid implementation of state plans in areas of high density population with rapidly expanding programs, resulting in hiring and training of new staff. A qualified trainer in the area will be more cost effective than sending Portage staff to areas having several model implementation sites.

E. Evaluation

To provide specific information to document progress toward the Project's goals (summative).

To provide information so that Project resources can be redirected to those activities that are most effective in achieving the Project's goals (formative).

IV. PROGRESS TOWARD ACCOMPLISHMENT OF OBJECTIVES

A. Awareness

Conferences

The Portage Project received invitations to describe the Portage Project Model, Outreach collaboration with other agencies, and the various components of the Direct Service and Outreach Model at various state, national, and international conferences. Project staff presented at eleven national and state conferences during this reporting period. For a listing of these conferences see Appendix B. Space was rented to display materials and disseminate information about the Project at the National Educational Association Conference, Minneapolis, Minnesota, and the Council for Exceptional Children Conference in Houston, Texas. An attractive, portable display was developed for this purpose.

The Project staff are also requested to make presentations on the Portage Project for a variety of agencies, universities, schools, institutions, and other organizations. During this reporting period the Project made a total of fourteen such presentations. See Appendix C for a complete listing of presentations other than conferences.

Response to Requests

During this reporting period, the Portage Project responded by mail to 2,866 requests from the United

States and foreign countries for information concerning various aspects of the Project. State educational agencies, public schools, universities, Head Starts, and individuals are samples of request sources.

Requests were received from foreign countries including: Argentina, Australia, Belgium, Bermuda, Chile, Colombia, Denmark, Dominican Republic, Ecuador, England, Germany, Guatemala, Haiti, Honduras, Hong Kong, India, Ireland, Israel, Japan, Mexico, Netherland Antilles, New Zealand, Nicaragua, Panama, Peninsular Malaysia, Peru, Portugal, Scotland, South Africa, Spain, Sweden, Switzerland, United Arab Emirate, Uruguay, and Venezuela. See Appendix D for complete listing of correspondence.

Articles

During this reporting period, Project staff disseminated the "Portage Project Readings". This publication contains a selection of previously published articles and is supplemental with new readings developed by project staff.

Additional, previously published articles that were disseminated during the recording period include:

Jesien, G.
Aliaga, J.
Llanos, M.
Final Report, "A Home-Based Non-Formal Preschool Program: Content and Description of the Validation of the Portage Model in Peru." Cooperative Educational Service Agency #12, Portage, Wisconsin, 1981.

Llanos, M.
Jesien, G. "Early Childhood Education with Marginal Population: Validation of a Home-Based Model." Proceedings of The XVIII Congress of Interamerican Psychology, June 1981.

Pugh, G. "The Portage Project in South Glamorgan." In Parents As Partners, National Children's Bureau, London, England, 1981.

Pugh, G. "The Wessex Portage Project." In Parents As Partners, National Children's Bureau, London, England, 1981.

Shearer, D.E.
Snider, R.S. "On Providing a Practical Approach to the Early Education of Children", Child Behavior Therapy, Vol. 3, No. 1, Spring 1981, Hawthorne Press, Binghamton, New York.

Schortinghuis, N. "Cost of Operation of a Rural Home-Based Program", HCEEP Rural Network, In Press.

Wilcock, P. "The Portage Project in America". In Parents As Partners. National Children's Bureau, London, England, 1981.

"Report to the President - Mental Retardation: Prevention Strategies That Work". U.S. Department of Health and Human Services. Washington, D.C., 1980, 22.

New Articles on the Portage Project published during the year are:

Bognoto, S.
Neesworth, J. "The Portage Curriculum" in Linking Developmental Assessment and Curricula, Aspen Publications, Rockville, Maryland, 1981.

Jesien, G. "The Early Education of Children With Special Needs: A Description of the Portage Project". In Proceedings of the International Symposium Services for Young Disabled Children, Their Parents and Families, UNESCO Publication, Paris, France, 1982.

Pines, Maya — Infant Stim, Psychology Today, June 1982, pp 48-53.

Shearer, D. Loftin, C. — "The Portage Project: Teaching parents to teach their preschool children in the home." In R. Dangel and R. Polster (Eds.), Parent Training: Foundation of Research and Practice. Guilford Publishers, 1982.

White, M. East, K. — The Wessex Edition of the Portage Language Checklist, NFER Nelson Publishers, Windsor, England, 1981.

In addition, Robert Cameron and Sarah Corrick edited a book entitled "Working Together: Portage in the UK" published by NFER-Nelson of London, England. The book contains 17 articles on various aspects of the Portage Model and its adaptation in the United Kingdom. (See Appendix E for a complete list of the articles.)

Information Concerning Translations

During this reporting period the project has continued its efforts of working with various groups to translate Portage materials. For example, the Portage Project has completed negotiations with a consortium of individuals in Great Britian and the Middle East to translate Portage materials into Arabic. The materials will be field tested in comprehensive programs for service to handicapped children and their families in Qatar, Kuwait, and then possibly disseminated in the Arabian Gulf area in general. Another example is the negotiations in progress with the Fuhonomoto Publishing Company of Tokyo, Japan. They are proposing to publish the third edition of the Portage Guide to Early Education. This edition will contain a revised language section based on recent research on the

acquisition of Japanese.

The total number of completed translations of the Portage Guide to Early Education as of this reporting period has risen to eleven, with at least five more underway. See Appendix F for a complete listing of translations.

B. Stimulation of Services

Stimulation objectives include activities designed to stimulate further involvement in the provision of training and technical assistance, service to children, professional growth, and early childhood research. This is accomplished through participation and cooperation with state education agencies, professional and parent organizations, and other early childhood service providers. The following activities have been carried out by Project staff members.

Participated in the further development of SEP/NDN Sub-Network.

A significant development in the stimulation of services of young handicapped children has been the development of a SEP/NDN Sub-Network. The Sub-Network is comprised of OSE Outreach projects that have been validated by the Joint Dissemination and Review Panel of the Education Department. Many of these projects also have obtained funding from the National Diffusion Network. This has created a sub-network of projects that

exercise a considerable amount of influence on those agencies and programs they come in contact with. Project staff have particpated in a communication system linking network projects as well as attended three network meetings.

Participated in the 4th Statewide Poly Institute sponsored by the Wisconsin Department of Public Instruction and the University of Wisconsin, Stevens Point. The institute with the theme: "Serving Toddlers With Exceptional Eductional Needs", was geared primarily for 0-3 Early Childhood and Special Education teachers. Project staff conducted a session on parent involvement.

Participated in the HCEEP Rural Network.

The HCEEP Rural Network is a group of professionals working to improve the nature and extent of developmental services available to young handicapped children of rural America. This year, project staff participated in one national and two regional meetings. Staff presented the Portage Model and discussed its utility with conference participants.

Assisted area agencies in establishing child abuse programs.

Project staff responded to requests by local health and social agencies to help establish a parent training program for abusing or potentially child abusing fam-

ilies. A series of meetings were held with various area agencies to develop an integrated service plan which if implemented, could serve as a model for other rural areas.

Participated in developing a community network for the coordination of services for profoundly handicapped infants and their parents.

During the last recording period project staff attended a series of meetings designed to develop interagency linkages for the identification, assessment and treatment of area families with newborn handicapped infants.

Portage Project staff met with representatives of the Developmental Disabilities 51.42 Unified Boards to plan for the expansion and improvement of a program for 0-3 children of abusing and alchoholic parents on the Menominee Indian Reservation in Wisconsin.

These meetings resulted in an on-going relationship in which the project staff provide training and technical assistance and back-up support to reservation personnel.

Project staff served as committee members and participated as members on the Council for Exceptional Children, Division for Early Childhood.

Project staff presented the Portage Model to state meetings of the Association for the Education of Young Children. Staff talked on various aspects of inte-

grating developmentally delayed children in preschool programs.

Staff actively cooperated with other service providers such as mental health, health sciences, developmental disabilities boards, Association for Retarded Citizens, day care and private agencies. For example, staff assisted in providing inservice for public health nurses.

Project staff served as one of two HCEEP representatives to the International Symposium on Services for Young Disabled Children, Their Parents and Families, sponsored by UNESCO, SEP and NIHR. The purpose of the week long working conference of representatives from sixteen nations was to develop guidelines and strategies for improving educational, health and social services for young disabled children. Staff involvement consisted of a formal presentation of the Portage Model, participation in conference work groups and serving as conference rapporteur.

C. Materials

Portage Project Readings

As noted above, the "Portage Project Readings" have been updated and disseminated. Additional readings were prepared including results of the Portage Parent Program and a research report on the replication in Great Britain.

Brochure

Staff updated the project's training and technical assistance brochure and developed a new on-site training brochure.

Materials Booths

The Portage Project staff has rented space to display materials and disseminate information at:

-National CEC, Houston, Texas

-The National Education Association Conference, Minneapolis, Minnesota

-HCEEP/DEC Directors' Meeting, Washington, D.C.

New Training Materials

The Portage Project staff has developed:

-Series of Training Transparencies

-New Training Video Tape: Components of Home Teaching

-SEP/NDN Replication Process Handbook

This handbook provides an overview of the Portage Model, deliniates the critical components of the model and describes the process for becoming a replication site.

-Adapted parent training filmstrips for video format

-Revised Portage Project Slide Tape

The Portage Project staff is currently developing:

-New Training Video Tape: Generalization and Maintenance Activities

-A new Materials Brochure

-Classroom Composite Portage Checklist

-Kindergarten "survival skills" booklet

Materials Dissemination

The Portage Project has been actively involved in the development of materials to assist projects in implementing individualized programs for children and parents. The effort of dissemination is substantiated by the numbers of materials distributed. From July 1, 1981 to June 30, 1982, the following materials have been distributed:

-Portage Guide to Early Education

-Additional Packets of 15 Checklists

-Guia Portage de Educacion Preescolar

-Paquetes de 15 Listas de Objectives

-Parent's Guide to Early Education

-Portage Guide to Home Teaching

-Parent Readings and Inventories (Portage Parent Program)

-Instructors Sets (Portage Parent Program)

-Portage Book of Readings

See Appendix G for chart showing total materials sales during this reporting period. Filmstrips have been developed from the "Parent Readings" of the Portage Parent Program for more production and dissemination in Fiscal Year 1983.

D. Training and Technical Assistance

Level I

The Portage Project Outreach staff has consistently made an effort to assist public or private non-profit agencies and other groups in providing quality educational services for preschool children. By providing training and technical assistance to such groups for the past ten years, we feel confident that many more young children are being appropriately served than in the past.

Level I is providing training and technical assistance to sites wishing to implement all or a significant part of the Portage Project Model. This in-depth training covers all aspects of the Portage Home Teaching Model. This training takes three and one-half days. A two to three day follow-up visit is also conducted. For this type of training, a formal agreement is drafted designating the responsibilities of the Portage Project and the agencies to which the training is provided. The University of Wisconsin-Extension offers Continuing Education Units (CEU) to participants of Level I training. See Appendix H for sample of complete Model Implementation Site Training Process.

Following the Portage Project involvement in their program, each site is encouraged to continue to assess their strengths and weaknesses and modify their program

accordingly if necessary. The Portage Project understands that, as in our own program, the unique needs of the local program and the children it serves often dictate modification and change. With the in-depth training in the home-based model and Portage procedures, our model implementation sites are well equipped to operate their programs in the manner most appropriate to their own settings. Also, during this reporting period, project staff has planned and organized training for two additional model implementation sites. These will be conducted in July and August of this year. See Appendix I for a listing of 1981-1982 Portage Project Model Implementation Sites.

Level II

Workshops

In addition to the Model Implementation Sites, the Portage Project Outreach staff has conducted workshops regarding the Portage Project Model to agencies interested in providing home-based programs for preschool handicapped children. Other workshop requests include training in specific teaching techniques, such as precision teaching and task analysis, implementation of the curriculum in classroom-based programs, and increasing the effectiveness of the parent component in center-based programs. These workshops not only help to provide training in the Portage Project Model, but also serve as a vehicle for the identification of

agencies that have the prerequisites to become model implementation sites. See Appendix J for a list of workshops.

Project staff also assisted at a workshop on Alternative Practices in Early Intervention sponsored by the Department of Special Education, Early Education of the Handicapped, University of Wisconsin - Eau Claire. Persons attending included Social Workers, Nurses, Home Trainers, Teachers, Occupational and Physical Therapists, Psychologists, Speech and Language Clinicians, and Administrators. One hour of graduate credit or 2.0 CEU's were obtained by participants.

Presentations

The Portage Project has responded to 14 requests from agencies and organizations to give presentations of the Portage Project Model throughout the United States. These presentations vary in length from one and one-half hours to an entire day. Regardless of who sponsors the presentation or what the particular format may be, these presentations in the past have generated many requests to receive additional training and technical assistance. See Appendices B and C for a list of presentations, including conferences, completed in this reporting period.

Level III

The Portage Project also conducts four-day workshops on-site in Portage, Wisconsin. Participants get the

opportunity to go on actual home visits and observe Portage home teachers. During this reporting period, four such workshops have been held.

Level IV

The Portage Project Outreach staff served as consultants to Portage Project Direct Services staff at weekly staffing sessions and assisted in pre-service and in-service activities.

An intern was placed in the Direct Service component of the Portage Project for the spring semester from the University of Redlands, California. The intern worked with field personnel as well as project outreach staff.

Portage Project staff taught a one-week intensive practicum course entitled, "Special Studies: Home Training for Young Handicapped Children" for the University of Wisconsin-Whitewater. One graduate credit was given for the course.

E. Evaluation

Portage Project staff has initiated the process of obtaining evaluation data from implementation sites to be used in a review of training and technical assistance procedures and to assess the strength and weaknesses of the training program.

Fiscal Year 1981 - 1982

TRAINING AND TECHNICAL ASSISTANCE AGREEMENT

Portage Project and Regional Child Development Center
Big Stone Gap, Virginia

OBJECTIVE	PROCEDURES	TRAINING AND TECHNICAL ASSISTANCE	EVALUATION
GOAL STATEMENT: Regional Child Development Center will demonstrate major components of the Portage Project Model. These include: 1. Weekly home visits to identified children and their families. 2. Individualized curriculum planned and implemented weekly and taught by parent (or substitute). 3. Data collection and recording procedures. 4. Use of the Portage Guide to Early Education as a guide to planning. 5. Utilization of the Portage Home Teaching Process. 6. Staff meetings.	The Portage Project will provide training and technical assistance to the staff of Regional Child Development Center based on their needs and requests.	The Portage Project will provide the following training and technical assistance: a. A pre-operational needs assessment and technical assistance if required. b. An intensive 3½-day preservice training workshop designed to meet needs of staff. c. At least one follow-up visit. d. Ongoing technical assistance throughout the year via phone or mail in areas of dissemination, program planning continuation, etc.	Regional Child Development Center will be fully operational and functioning independently of the Portage Project at the end of June, 1982.
1. At least 60 preschool handicapped children and their parents (or substitute) will receive weekly home visits utilizing the Portage Project Model.	1. Regional Child Development Center will be responsible for identifying and recruiting children who meet criteria for service.	1. Identification and referral techniques will be discussed during inservice. Further assistance from Portage Project staff will be provided if requested.	1. By October 1, 1981, at least 60 children will be enrolled in the project and will be receiving services from Regional Child Developmer Center.

Fiscal Year 1981 - 1982

TRAINING AND TECHNICAL ASSISTANCE AGREEMENT

Portage Project and Regional Child Development Center
Big Stone Gap, Virginia

OBJECTIVE	PROCEDURES	TRAINING AND TECHNICAL ASSISTANCE	EVALUATION
2. The Portage Project Outreach staff will provide an intensive 3½-day training workshop to approximately ten staff members of Regional Child Development Center.	2a. The Portage Project will provide one staff member and the necessary materials to conduct the preservice training. 2b. Regional Child Development Center will provide staff time for training and the following audio-visual equipment: a. Kodak Carousel Projector b. Screen c. Overhead Projector d. Chalkboard and Eraser e. Cassette Tape Recorder f. Video Equipment	2. Training will be provided in the following areas: a. Overview of Model b. Rationale c. Identification and referral d. Assessment, including training in administration of Alpern-Boll e. Precision Teaching f. Task Analysis and Behavioral Objectives g. Curriculum planning using the Portage Guide to Early Education h. Home teaching process i. Working with parents j. Recording and reporting procedures k. Use of community resources	2a. Preservice training will be completed by September 4, 1981. 2b. Participants will complete a form evaluating the training on September 4, 1981.
3. Child and staff performance will be monitored weekly.	3a. The master teacher will log all prescriptions weekly and will provide up-dated information on child progress.	3a. Preservice training will include methods for program monitoring including recording and reporting procedures.	3a. The children will succeed on at least 85 percent of the prescribed learning tasks

Fiscal Year 1981 - 1982

TRAINING AND TECHNICAL ASSISTANCE AGREEMENT

Portage Project and Regional Child Development Center
Big Stone Gap, Virginia

OBJECTIVE	PROCEDURES	TRAINING AND TECHNICAL ASSISTANCE	EVALUATION
	3b. Home teachers and resource staff will meet together weekly to solve problems and share successes.	3b. During preservice, the staff will be provided with the opportunity to practice group problem solving.	3b. Records will be maintained weekly to determine effectiveness of group problem solving.
4. Ongoing training and technical assistance will be provided to Regional Child Development Center staff as the program develops.	4a. The Portage Project will provide at least one follow-up visit lasting at least two days. 4b. The Portage Project will be available anytime during the year via phone or mail to provide technical assistance.	4. During the follow-up visit, the Portage Project staff member will: a. Observe each home teacher on at least one home visit. b. Review activity charts and data collection system. c. Provide any technical assistance needed. d. Acquire feedback from staff.	4a. The follow-up visit will be completed by March 19, 1982. 4b. A written report evaluatin the project will be sent to supervisor by April 2, 1982.
5a. The administrator of Regional Child Development Center will complete a year-end report summarizing the results of the program as well as technical assistance provided. 5b. Regional Child Development Center will share with the Portage Project any mid or end of the year reports as determined by the Virginia Department of Education.	5. The Portage Project will mail the report to Regional Child Development Center by May 31, 1982.		5. Regional Child Development Center will complete and return the report to the Portage Project by June 30, 1982.

Fiscal Year 1981 - 1982

TRAINING AND TECHNICAL ASSISTANCE AGREEMENT

Portage Project and Regional Child Development Center
Big Stone Gap, Virginia

OBJECTIVE	PROCEDURES	TRAINING AND TECHNICAL ASSISTANCE	EVALUATION
		PORTAGE PROJECT DIRECTOR:	Paul L. Gundlach Paul L. Gundlach July 28, 1981 Date
		REGIONAL CHILD DEVELOPMENT CENTER ADMINISTRATOR:	Bill Smith Bill Smith 7/31/81 Date

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CONFERENCES

1981-82

SPONSOR AND LOCATION	LEVEL (National-Regional-State)	DATES	TYPE OF INVOLVEMENT (Presentation-Panel-Booth)	STAFF	APPROX. NUMBER IN ATTENDANCE
National Education Association Minneapolis, Minnesota	National	7/3-4/81	Booth	G. Jesien	100
Georgia Psychoeducational Center Network Conference St. Simon Island, Georgia	State	8/21/81	Presentation	V. Meek	18
National Conference on Parent Training University of Texas - Arlington Dallas, Texas	National	9/17-21,81	Presentation	D. Shearer	100
NAEYC University of Iowa Iowa City, Iowa	State	10/2-3/81	Presentation	G. Jesien	17
Wisconsin Early Childhood Asso. University of Wisconsin - Eau Claire Eau Claire, Wisconsin	State	10/23/81	Presentation	S. Weber	3
Handicapped Children's Early Education Program/Division of Early Childhood 4th Annual Conference Washington, D.C.	National	12/8-11/81 12/10/81	Booth Presentation	S. Weber S. Weber	20
International Symposium for Young Disabled Children, Their Parents and Families Washington, D.C.	International	12/6-11/81	Presentation and Symposium Participant	G. Jesien	17

CONFERENCES

1981-82

SPONSOR AND LOCATION	LEVEL (National-Regional-State)	DATES	TYPE OF INVOLVEMENT (Presentation-Panel-Booth)	STAFF	APPROX. NUMBER IN ATTENDANCE
Special Education Awareness Conference Georgia State Facilitator Savannah, Georgia	State	2/16/82	Two Presentations	V. Meek	13
HCEEP New England Regional Conference Keene, New Hampshire	Regional	4/5-6/82	Presentation	S. Weber	17
Council of Exceptional Children Houston, Texas	National	4/13-16/82	Booth	S. Weber S. Frohman	230
Council of Exceptional Children Houston, Texas	National	4/13-16/82	Two Presentations	S. Weber S. Frohman	12 5
HCEEP Regional Conference Grand Island, Nebraska	Regional	4/28/82	Presentation	K. Wollenberg	6
HCEEP 3rd Annual National Rural Workshop Salt Lake City, Utah	National	5/5-7/82	Presentation	S. Frohman	3

PRESENTATIONS - OVERVIEWS - AWARENESS

1981-82

SPONSOR AND LOCATION	DATES	NUMBER IN ATTENDANCE	OTHER AGENCIES PRESENT	STAFF
Center for Health Sciences University of Wisconsin - Madison School of Nursing Columbia County Community Health Portage, Wisconsin	7/7/81	6	-	S. Weber
Tribunal de Menores Lo Paz, Bolivia Portage, Wisconsin	8/10/81	2		G. Jesien
Center for Health Sciences University of Wisconsin - Madison School of Nursing Columbia County Community Health Portage, Wisconsin	10/8/81	11	-	S. Weber K. Wollenberg
University of Wisconsin - Eau Claire Department of Special Education Portage, Wisconsin	10/9/81	3		S. Weber K. Wollenberg
Center for Health Sciences University of Wisconsin - Madison School of Nursing Madison, Wisconsin	11/10/81	27		S. Frohman K. Wollenberg
University of Wisconsin - Milwaukee Department of Education Milwaukee, Wisconsin	11/19/81	32		K. Wollenberg
State Department of Special Education State Implementation Grant Caribou, Maine	2/25/82	11	Day Care Public Schools Bureau of Mental Retardation	S. Weber

PRESENTATIONS - OVERVIEWS - AWARENESS

1981 - 1982

SPONSOR AND LOCATION	DATES	NUMBER IN ATTENDANCE	OTHER AGENCIES PRESENT	STAFF
* Benjamin Bloom Children's Hospital Sans Salvador, El Salvador	2/21/82	55		G. Jesien
* National School of Nursing San Salvador, El Salvador	2/22/82	135	Social Work Division Nutrition Section	G. Jesien
* Ministry of Education Special Education Section Sans Salvador, El Salvador	2/24/82	47		G. Jesien
* Ministry of Health Maternal Infant Care and Nutrition Dept. Sans Salvador, El Salvador	2/26/82	85	Rural Health Agencies ANTEI Hospital Salvadorean Institute on the Rehabilitation of the Handicapped	G. Jesien
Kay Gaut Assistant Director of Guidance and Special Education New South Wales, Australia	5/21/82	1		S. Weber
Dr. J. Singer England	4/2/82	1		S. Weber G. Jesien
Paul Gardner Windsor, England	4/28/82	1		S. Weber G. Jesien

* All costs, including staff time, were paid by the Agency for International Development

July 1, 1981 - June 30, 1982
CORRESPONDENCE

STATE OR COUNTRY	Requests From: L.E.A. - Local Education Agency	Individual	University	Medical	Head Start	S.E.A. - State Education Agency	Title Programs	Mental Health	Day Care/ Child Care	Parents	Instructional Materials Center	Professional Organizations, ARC.	Residential	Public Health	State Facilitator	Requests For: Developmentally Disabled	P.G.E.E.	P.G.H.T.	P.P.P.	P.E.	Training	General	Spanish P.G.E.E.
ALABAMA	1	2	1							2	3					9							
ALASKA	5	1				1		1	2		1					9					1	1	
AMERICAN SAMOA																							
ARIZONA		5	2							1	2					8		1			1		
ARKANSAS	1						2	1		1						4		1					
CALIFORNIA	3	1.5	3	1	3	4		1	1		4					2.5		1		1	2		
COLORADO	1	4	1	1	1				1				3		1	1.3					1		
CONNECTICUT	4	3	1			1					1					7					3		
DELAWARE		1				1									1	3							
DIST. OF COL.		4	1													3				1	3		
E.CAROLINE IS.		1				1															3		
FLORIDA	1	9	3			2	1	1			3		1			13			3		6		
GEORGIA	3	5	3	1	1	1		1	2		3		1			19					3		
GUAM																							
HAWAII		1							1		3					4							
IDAHO		1	1													1		1			1		
ILLINOIS	3	9	5	3	4	1					10					24		9			7		

CORRESPONDENCE

STATE OR COUNTRY	Requests From: L.E.A. - Local Education Agency	Individual	University	Medical	Head Start	S.E.A. - State Education Agency	Title Programs	Mental Health	Day Care/ Child Care	Parents	Instructional Materials Center	Professional Organizations, ARC.	Residential	Public Health	State Facilitator	Developmentally Disabled	Requests For: P.G.E.E.	P.G.H.T.	P.P.P.	P.E.	Training	General	Spanish P.G.E.E.
INDIANA		4	3	1		4					1	1				2	9		2	1	1	3	
IOWA	2	1	1		2			1									5				1	1	
KANSAS		5	2														6		1			1	
KENTUCKY	1	2	1					1		1							3		1			2	
LOUISIANA	3		2	2							1				1		6		1			1	1
MAINE		2						1		1	1						5						
MARYLAND		2		1		1									1		2		1			2	
MASSACHUSETTS	1	6	1	2				4		2							12					4	
MICHIGAN	1	6				2		2									6	2	1			2	
MINNESOTA	1	5	3	1		3		2							1		12		1		1	2	
MISSISSIPPI	1	2	1					2			1						6					1	
MISSOURI	4		2	1			3	2	1	1	3				1		15		1			2	
MONTANA	3	1	1	1							2				1		7					2	
NEBRASKA		2	3	1		2		1			1						8					2	
NEVADA		1																			1		
NEW HAMPSHIRE	1	2											1		1		1		2		1	1	
NEW JERSEY	2	2		2	1		1	5			3						11					4	1

CORRESPONDENCE

STATE OR COUNTRY	Requests From: L.E.A. - Local Education Agency	Individual	University	Medical	Head Start	S.E.A. - State Education Agency	Title Programs	Mental Health	Day Care/ Child Care	Parents	Instructional Materials Center	Professional Organizations, ARC	Residential	Public Health	State Facilitator	Developmentally Disabled	Requests For: P.G.E.E.	P.G.H.T.	P.P.P.	P.E.	Training	General	Spanish P.G.E.E.
NEW MEXICO	2	1	1			1					2					6					1		
NEW YORK	6	18	3			3		2	7		4	6				1	37		2		1	7	3
NORTH CAROLINA		3	2		1			2	3			1					8				1	2	
NORTH DAKOTA	1	1										1					3						
OHIO	3	8	3		3	2		1	2		3			2		1	21				1	6	
OKLAHOMA		2	1	1	1				4		1			3			12					1	
OREGON		1							1			1					2		1				
PENNSYLVANIA	2	7	3		3	1		1	4		1	9		3			28		1		1	2	2
PUERTO RICO		5				1			1						1		7						1
RHODE ISLAND		3			1									1			3		1			1	
SOUTH CAROLINA	4	4	1					1									7					3	
SOUTH DAKOTA	2	3	1			2											3		1			4	
TENNESSEE					1	3			1			3		1			6					2	
TEXAS	6	14	2	2		3	1		5		2	5		1		1	36		2			4	
UTAH		2										2					4						
VERMONT		1	1														2		1				
VIRGINIA	4	6															8	1				1	

CORRESPONDENCE

STATE OR COUNTRY	Requests From: L.E.A. - Local Education Agency	Individual	University	Medical	Head Start	S.E.A. - State Education Agency	Title Programs	Mental Health	Day Care/ Child Care	Parents	Instructional Materials Center	Professional Organizations, ARC.	Residential	Public Health	State Facilitator	Developmentally Disabled	Requests For: P.G.E.E.	P.G.H.T.	P.P.P.	P.E.	Training	General	Spanish P.G.E.L.
VIRGIN ISLANDS																							
WASHINGTON		6		1	2			1	1		1					10			1		1		
WEST VIRGINIA		2	2				2	2								7					1		
WISCONSIN		7	1	2	1	2		1	1		2			1		13		1		1	3		
WYOMING								1								1							
TOTAL DOMESTIC INQUIRIES	71	197	61	23	24	41	1	20	61	3	21	75	—	18	2	13	477	3	25	4	12	101	9
CANADA	24	27	8	8		5		2	13		2	5		4	3		79	2	3			17	
AUSTRALIA		4							1			1				1	5					2	
ARGENTINA												1					1						
BELGUIM																							
BERMUDA																							
BRAZIL																							
CHILE		3															2					1	
COLUMBIA		1	1														1						1
COSTA RICA										1							1		1				
DENMARK																							
DOMINICAN REP.																							

STATE OR COUNTRY	Requests From: L.E.A. - Local Education Agency	Individual	University	Medical	Head Start	S.E.A. - State Education Agency	Title Programs	Mental Health	Day Care/ Child Care	Parents	Instructional Materials Center	Professional Organizations, ARC	Residential	Public Health	State Facilitator	Requests For: Developmentally Disabled	P.G.E.E.	P.G.H.T.	P.P.P.	P.E.	Training	General	Spanish P.G.E.E.
EL SALVADOR		2														1							1
EQUADOR		3							1		1					5							
ENGLAND	2	7	1	3		1			3		2	6		5		23		1	1		6		
FRANCE																							
GREECE																							
QUATEMALA																							
GERMANY									1							1							
HAITI																							
HONDURAS																							
HONG KONG		1		1		1			1			4				8							
INDIA	1	2		2								1				3	1				2		
IRELAND		1						1				1				3							
INDIAN OCEAN																							
ISRAEL		3	1			1										3		2					
ITALY																							
JAPAN												1				1		1					
KOREA																							

STATE OR COUNTRY	Requests From: L.E.A. - Local Education Agency	Individual	University	Medical	Head Start	S.E.A. - State Education Agency	Title Programs	Mental Health	Day Care/ Child Care	Parents	Instructional Materials Center	Professional Organizations, ARC.	Residential	Public Health	State Facilitator	Requests For: Developmentally Disabled	P.G.E.E.	P.G.H.T.	P.P.P.	P.E.	Training	General	Spanish P.G.E.E.
LUXEMBOURG		1						1															
MARSHALL ISLANDS																2							
MEXICO		3																					
NETHERLANDS	1										1					1							2
NEW ZEALAND	1	1	1																		1		
NICARAQUA											1					4							
NORWAY																							
PANAMA		1																					
PENINSULAR MALAYSIA																1							
PAKISTAN				1			2				3						1				2		
PERU							3									3					1		
PHILIPPINES																							
PORTUGUAL																							
SCOTLAND		2																					
SOUTH AFRICA			1							1						1			1		1		
AFRICA		1														1							
SPAIN		4								2			4		1	9					2		
SWEDEN		2														2							

CORRESPONDENCE

STATE OR COUNTRY	Requests From: L.E.A. - Local Education Agency	Individual	University	Medical	Head Start	S.E.A. - State Education Agency	Title Programs	Mental Health	Day Care/ Child Care	Parents	Instructional Materials Center	Professional Organizations, ARC.	Residential	Public Health	State Facilitator	Developmentally Disabled	Requests For: P.G.E.E.	P.G.H.T.	P.P.P.	P.E.	Training	General	Spanish P.G.E.E.
SWITZERLAND		/														/							
TURKEY																					/		
UNITED ARAB EMIRATE		/																			/		
URUGUAY		/																					
VENEZUELA											/					/							
WEST INDIES																							
ZAMBIA																							
ZIMBABWE				/																	/		
TOTAL FOREIGN INQUIRIES	29	71	13	16	—	8	—	5	21	—	9	26	—	13	3	2	162	4	6	2	—	38	4

GRAND TOTAL FOR INQUIRES -- 847

Contents

List of conference participants

INTRODUCTORY PAPER

Working together: The Portage teaching model
Robert Cameron, Conference Organiser Winchester Portage Service)

SETTING UP A PORTAGE SERVICE

The Portage innovation: some considerations in setting up, evaluating and maintaining a Portage project
Brian Daly (Barking Portage Project)

Essential record keeping and administration
Des Cole (Winchester Portage Service)

Essential features of a Portage home visiting scheme
Patricia Brigden and Lynn Clarke (North Hampshire Portage Service)

Portage parent support scheme
Elizabeth Cook (formerly with the Portage Parents Support Group, Solihull)

PORTAGE IN A SCHOOL SETTING

Short-term goal setting for mildly handicapped pupils
Linda North (McBride) and Frank Gant (Whitefield Scheme, Walthamstow)

Language programmes G the first hundred words
Ann Ferguson and Linda Palmer (Peterborough Portage Project)

Checklists, curriculum planning and assessment: using Portage to develop a curriculum in a special school nursery class.
Steve Huggett (Cedar School Portage Scheme, Southampton)

The Portage Language Checklist No. 2
Mollie White (Winchester Portage Service)

PORTAGE IN A RESIDENTIAL SETTING
The Craig Phadrig Hospital Scheme: An adaptation of Portage in the Highlands
Linda Williamson (Community Nurse)
Goal setting in a locally-based hospital unit
Sandy Toogood, Deputy Warden (Old Rectory, Winchester)

PORTAGE TEACHING MATERIALS
Written course materials for Portage home visitors training courses
Alan Sigston and Brian Daly (Barking and Dagenham Schools Psychological Service)
Designing Portage teaching packages
Robert Cameron (Winchester Portage Service)

CURRICULUM PLANNING FOR THE HANDICAPPED
Planning long-term curriculum objectives and getting the sequence right
Jill Gardner and Shirley Judson (Educational Psychologists, Walsall)

EXTENDING THE PORTAGE MODEL (RESEARCH)
Summary of present and future research into the Portage model: Portage Plus
Christine Glossop and Marcella Castillo (Wessex Health Care Evaluation Research Team)

EXTENDING THE PORTAGE MODEL (PRACTICE)
The Heltwate School mainstream support service G an extension of the Portage model
Chris Rider and Patricia Keogh (Heltwate School, Peterborough)
The Bereweeke Skill-teaching System
Judith Jenkins (Wessex Health Care Evaluation Research Team)

Bibliography
Teaching, materials

TRANSLATIONS

(As of July 1, 1982)

The Portage Guide to Early Education is available in the following languages:

English

Spanish

French

Japanese

Samoan

Papiamentu

Jamaican Vernacular

Swedish

Haitian Creole

Portuguese

Hebrew

Tagalog

Translations are underway into:

Dutch

Malay

Chinese

Arabic

Turkish

TOTAL MATERIALS DISSEMINATED

July 1, 1981 - June 30, 1982

Materials Ordered	Total
Portage Guide to Early Education Kits	3,215
Packets of 15 Additional Checklists	5,355
Guia Portage de Educacion Preescolar	369
Paquetes de 15 Listas de Objectivos Adicionales	314
Portage Parent Program:	
Instructor's Sets	738
Parent Readings & Parental Behavior Inventories	340
Parent's Guide to Early Education Book	645
Portage Guide to Home Teaching Book	105

NEEDS ASSESSMENT FORM FOR EVALUATING
POSSIBLE BEH COLLABORATION SITES

AGENCY: School Union #122

ADMINISTRATOR: Gehrig Johnson, Superintendent

CONTACT PERSON: Laura Flagg

ADDRESS: Woodland Consolidated School
R.F.D. #3, Caribou, Maine 04736

TELEPHONE: (207) 492-6561

STAFF MEMBER MAKING NEEDS ASSESSMENT VISIT: Susan Weber via telephone 5/18/81

1. Type of agency - Day Care, Head Start, Public School, etc.:
   Public School

2. Type of children to be served:
   Handicapped and disadvantaged 2-4 year old children.

3. Number of children to be served: 30 children

4. Does this agency presently provide service to preschool children?
   If so - describe service: No preschool EEN services.

5. How will this model fit into existing agency and existing programs?
   The program will be an expansion of special services to the preschool population.

6. Number of staff to be used as home teachers: Three teachers - ½ time positions.

7. Describe staff structure and expertise:
   a. Administration: Laura Flagg

   b. Teachers: Three - ½ time positions: 1 certified teacher
      2 degreed personnel

   c. Will there be a master teacher? Laura Flagg will be the master teacher and have a caseload of one.

8. Type and stability of funding: ESEA Title IV-C
1981-1983 school years is assured

9. Describe model modifications needed:
   a. Will program use Alpern-Boll? Yes, in conjunction with other instruments.

   b. Will program use Portage Guide to Early Education? Yes, along with other supplements.

   c. Staff meetings: ½ day/week

   d. Logging: Yes, Laura Flagg

10. Number of staff expected at initial training session: Eight people;
    Four staff members from School Union #122
    Four staff members from Delia Kenny's program in Presque Isle.

11. List resource staff available:
    Purchased time from multi-disciplinary team - Language Clinician, Psychologist and Pediatrician to develop individual programs.

12. Does agency already have children identified?
    There are 75 children to be screened for eligibility.

13. Can agency help to defray cost for travel or living expenses of Portage Project staff?
    Yes, initial training airfare, $30.00 per night for accommodation, $20.00 for meals/day.

14. What makes this site unique - will the program be highly visable, will it serve as model, etc?
    At the present time there are no services for preschool EEN children offered through the public schools.

COMMENTS:

Fiscal Year 1981 - 1982

TRAINING AND TECHNICAL ASSISTANCE AGREEMENT

Portage Project and Woodland Consolidated Schools - Early Childhood Project
Caribou, Maine

OBJECTIVE	PROCEDURES	TRAINING AND TECHNICAL ASSISTANCE	EVALUATION
GOAL STATEMENT: The Early Childhood Project will demonstrate major components of the Portage Project Model. These include: 1. Weekly home visits to identified children and their families. 2. Individualized curriculum planned and implemented weekly and taught by parent (or substitute). 3. Data collection and recording procedures. 4. Use of the Portage Guide to Early Education as a guide to planning. 5. Utilization of the Portage Home Teaching Process. 6. Staff meetings.	The Portage Project will provide training and technical assistance to the staff of the Early Childhood Project based on their needs and requests.	The Portage Project will provide the following training and technical assistance: a) A pre-operational needs assessment and technical assistance if requested. b) An intensive 3½-day preservice training workshop designed to meet needs of staff. c) At least one follow-up visit. d) An on-call "crisis" visit at the request of the project coordinator. e) Ongoing technical assistance throughout the year via phone or mail in areas of dissemination, program planning continuation, etc.	The Early Childhood Project will be fully operational and functioning independently of the Portage Project at the end of June, 1982.
1. At least 30 preschool handicapped children and their parents (or substitute) will receive weekly home visits utilizing the Portage Project Model.	1. The Early Childhood Project will be responsible for identifying and recruiting children who meet criteria for service.	1. Identification and referral techniques will be discussed during inservice. Further assistance from Portage Project staff will be provided if requested.	1. By October 15, 1981 at least 30 children will be enrolled in the project and will be receiving services from the Early Childhood Project.

OBJECTIVE	PROCEDURES	TRAINING AND TECHNICAL ASSISTANCE	EVALUATION
2. The Portage Project outreach staff will provide an intensive 3½-day training workshop to approximately ten staff members of the Early Childhood Project.	2a. The Portage Project will provide one staff member and the necessary materials to conduct the preservice training. 2b. The Early Childhood Project will provide staff time for training and the following audio-visual equipment: a) Kodak Carousel Projector b) Screen c) Overhead Projector d) Chalkboard and Eraser e) Cassette Tape Recorder f) Video Equipment	2. Training will be provided in the following areas: a) Overview of Model b) Rationale c) Identification and referral d) Assessment, including training in administration of Alpern-Boll. e) Precision Teaching f) Task Analysis and Behavioral Objectives g) Curriculum planning using the Portage Guide to Early Education. h) Home Teaching Process i) Working with parents j) Recording and reporting procedures k) Use of community resources	2a. Preservice training will be completed by July 24, 1981. 2b. Participants will complete a form evaluating the training on July 24, 1981.
3. Child and staff performance will be monitored weekly.	3a. The master teacher will log all prescriptions weekly and will provide up-dated information on child progress.	3a. Preservice training will include methods for program monitoring including recording and reporting procedures.	3a. The children will succeed on at least 85 percent of the prescribed learning tasks.

OBJECTIVE	PROCEDURES	TRAINING AND TECHNICAL ASSISTANCE	EVALUATION
	3b. Home teachers and resource staff will meet together weekly to solve problems and share successes.	3b. During preservice, the staff will be provided with the opportunity to practice group problem solving.	3b. Records will be maintained weekly to determine effectiveness of group problem solving.
4. Ongoing training and technical assistance will be provided to the Early Childhood Project staff as the program develops.	4a. The Portage Project will provide at least one follow-up visit lasting at least two days. 4b. The Portage Project will be available anytime during the year via phone or mail to provide technical assistance.	4a. During the follow-up visit the Portage Project staff member will: a) Observe each home teacher on at least one home visit. b) Review Activity Charts and data collection system. c) Provide any technical assistance needed. d) Acquire feedback from staff.	4a. The follow-up visit will be completed by March 19, 1982. 4b. A written report evaluating the project will be sent to supervisor by April 2, 1982.
5a. The coordinator of the Early Childhood Project will complete a year-end report summarizing the results of the program as well as technical assistance provided. 5b. The Early Childhood Project will share with the Portage Project any mid or end-of-year reports as determined by the Maine Department of Education.	5. The Portage Project will mail the report to the Early Childhood Project by May 30, 1982		5. The Early Childhood Project will complete and return the report to the Portage Project by June 30 1982.

TRAINING AND TECHNICAL ASSISTANCE AGREEMENT

Portage Project and Woodland Consolidated Schools - Early Childhood Project
Caribou, Maine

OBJECTIVE	PROCEDURES	TRAINING AND TECHNICAL ASSISTANCE	EVALUATION
		PORTAGE PROJECT DIRECTOR: Paul L. Gundlach Paul L. Gundlach June 4, 1981 Date	
		WOODLAND CONSOLIDATED SCHOOLS EARLY CHILDHOOD PROJECT: Laura Ann Flagg Laura Flagg 7/24/81 Date	

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PORTAGE PROJECT WORKSHOP AGENDA

Woodland Consolidated School
School Union 122
Department of Special Education

Caribou, Maine

July 21-24, 1981

Portage Project Staff: Susan Weber

Tuesday, July 21

9:00 - 10:00	Introduction to the Portage Project Model a. History b. Slide-Tape Presentation c. Evaluation Results d. Replication Sites e. Rationale for Home-Based f. Rationale for Parental Involvement
10:00 - 10:15	Discussion of Participants' Needs and Concerns
10:15 - 10:30	Break
10:30 - 10:45	Identification and Referrals a. Community Resources b. Contact Procedures
10:45 - 11:15	Screening and Initial Home Visit
11:15 - 11:30	Introduction to Assessment
11:30 - 12:00	Formal Assessment - Alpern-Boll Developmental Profile a. Purpose b. Administration and Scoring
12:00 - 1:00	Lunch
1:00 - 2:30	Formal Assessment (Continued) c. Role Play d. Video Tapes

2:30 - 2:45	Break
2:45 - 4:00	Informal Assessment a. Discussion b. Video Tape c. Group Participation

Wednesday, July 22

9:00 - 10:00	Portage Guide to Early Education a. Components b. Use c. Checklist Completion
10:00 - 10:15	Break
10:15 - 12:00	Behavioral Objectives a. Discussion b. Individual Practice c. Group Sharing d. Relay Race
12:00 - 1:00	Lunch
1:00 - 2:30	Task Analysis a. Discussion b. Individual Practice c. Group Sharing
2:30 - 2:45	Break
2:45 - 4:00	Activity Charts a. Weekly Objectives b. Graph for Recording c. Directions for Teaching

Thursday, July 23

9:00 - 10:30	Activity Charts (Continued) d. Writing Charts

10:30 - 10:45	Break
10:45 - 12:00	Home Teaching Process a. Record Post-Baseline Data b. Record Baseline Data c. Home Teacher Models Teaching Skills for Parent d. Parent Practices with Child for Home Teacher e. Parent and Home Teacher Review Activities Slide-Tape Presentation
12:00 - 1:00	Lunch
1:00 - 2:45	Home Teaching Process (Continued) f. Video Tape g. Role Play h. "Situations"
2:45 - 3:00	Break
3:00 - 3:15	Precision Teaching
3:15 - 4:00	Behavior Management a. Increasing and Decreasing Behaviors b. Reinforcement c. Changing Parental Behaviors

Friday, July 24

9:00 - 10:00	Reporting a. Weekly Progress Report b. Behavior Log c. Year-End Progress Report and Individual Educational Plan
10:00 - 10:30	Staffing a. Informal b. Formal
10:30 - 10:45	Break

10:45 - 12:00	How to Work With Parents
	"Do's and Don'ts" of Home Teaching
	Helpful Hints for Home Teachers
	Portage Parent Program
	Wrap-Up and Evaluation

SUMMARY OF INITIAL TRAINING FOR
PORTAGE PROJECT REPLICATION SITES

AGENCY: Early Beginnings
School Union 122
Woodland Consolidated Schools

ADMINISTRATOR: Laura Flagg

CONTACT PERSON: Laura Flagg

ADDRESS: R.F.D. 3
Caribou, Maine 04736

TELEPHONE: (207) 492-6561

PORTAGE PROJECT TRAINER: Susan Weber

1. TRAINING DATES: July 21-24, 1981

2. NUMBER OF PEOPLE TRAINED: Eight people

3. DID AGENCY ADMINISTRATOR/MASTER TEACHER PARTICIPATE IN TRAINING?

   Yes, Laura Flagg, master teacher participated.

4. OTHER AGENCIES IN ATTENDANCE:

   Four staff members from the Bureau of Mental Retardation, Region I, Presque Isle, Maine.

5. LIST AREAS OF POTENTIAL STRENGTH OR WEAKNESS AS SEEN AS A RESULT OF TRAINING:

   Strength - Commitment to working with parents and children.

   Acknowledgement of the importance of documenting child progress.

   Interest in planning for children weekly.

   Weakness - Writing behavioral objectives specifying "conditions".

6. WHAT AREAS SHOULD BE STRESSED OR EVALUATED ON FOLLOW-UP VISIT?

   Activity Charts, Behavior Logs and Home Teaching Process.

Portage Project

Summary of Follow-up Visit

AGENCY: Early Beginnings

ADMINISTRATOR: Gehrig Johnson

CONTACT PERSON: Laura Flagg

ADDRESS: Woodland Consolidated Schools
R.F.D. 3
Caribou, Maine 04736

TELEPHONE: (207) 492-6561

PORTAGE STAFF: Susan Weber

1. Follow-up dates: February 23-25, 1982

2. Schedule: February 22, 1982 - Monday evening
Meeting with Laura Flagg - Project Director

February 23, 1982 - Tuesday

8:30 - 9:30	Home visit with Evelyn
9:30 - 10:00	Meeting with Evelyn
10:30 - 11:30	Home visit with Tim
11:30 - 12:00	Meeting with Tim
12:00 - 1:00	Lunch
1:00 - 2:15	Home visit with Shirley
2:15 - 3:00	Meeting with Shirley

February 24, 1982 - Wednesday

8:30 - 12:00	Evaluation of activity charts and behavioral logs. Preparation for inservice for Wednesday afternoon
12:00 - 1:00	Lunch with Early Beginnings Staff
1:00 - 3:45	Inservice for Early Beginnings and Presque Ilse Staff
3:45 - 4:15	Meeting with Laura Flagg

February 25, 1982 - Thursday

8:30 - 11:30 Awareness Session

3. Observations of home visits:

a. Number of staff involved:
Three staff members are home teachers.

b. Number of home visits:
Three home visits - one with each home teacher

c. Observations regarding home teaching process:
Post baseline - post baseline was obtained on the activity charts from the previous week.

Baseline - Baseline data was not correctly obtained. In two home visits teaching was occurring as the hometeacher recorded the children's responses as baseline. On the other home visit no baseline was obtained. It is necessary to collect data on the child's responses to the behavior as it is stated before teaching begins to determine if the activity is developmentally appropriate for the child. Baseline is obtained without reinforcement and/or the use of the correction procedure stated in the directions of the activity chart.

Home teacher models the activity for the parent -
There was inconsistency in modeling for the parent. Shirley did an excellent job of showing the parent how to teach. Tim needs to demonstrate more for the parent he worked with. They should be working together so the parent can observe exactly how to present the activity, how to reinforce the responses, how to correct an incorrect response and how to record the child's responses. Evelyn explained the chart to the parent, but did not demonstrate the teaching strategies. It is important that the parents observe what they are to do during the week with their child.

Parent Models the teaching -
Tim and Shirley had the parents model the teaching of the new activity for them. This is necessary to ensure that the parent has the skill to teach the activity correctly. It allows an opportunity for the hometeachers to reinforce how the parent is teaching and to correct any difficulties the parent may experience in teaching the activities. Both will increase the likelihood of the parent working with their child during the week.

Review activities and recording -
The last portion of the home visit should be used to review the activities the parent will be working on during the week. It is also used to talk about future curriculum objectives and goals which are important to the parent.

d. Appropriateness of activities:
The activity that Shirley planned for her child was appropriate. I believe the activity Evelyn left was appropriate from watching the child in informal play situations. The activity Tim planned for the child I observed appeared to be quite difficult for his developmental level. Additional aids or conditions would have increased the probability of success.

e. Reinforcement procedures:
Praise and a special activity the child liked was used as reinforcement. These were appropriate for the children I observed.

f. Flexibility of staff:
The staff was flexible in working with both the parents and children. When baseline indicated the activity which had been planned was already accomplished Shirley planned a different activity for the child.

When the child Tim was working with was exhibiting signs of becoming distracted he changed activities to renew the child's attention and then returned to the original task he had been teaching.

4. Evaluation of activity charts:

a. Specificity of behaviors:
The behavioral objectives should follow the formula of Who/Will Do What/Under What Conditions/ To What Degree of Success. The objective should define what is to be learned by the end of the week. The behavior should be clearly stated and be specific. Two different behaviors at different levels of development should not be stated in one objective, i.e., Will match and name colors. Choose the behavior to be taught and use that as a basis for the other components of the activity chart. It would be helpful to break the tasks to be taught into smaller steps of the task through the use of varying conditions. This allows for appropriate skill development and a higher success rate for the parents and children. The items on the checklist and the I.D.P. should be task analyzed to assist in the learning process. The "degree of success" should be at the 85-90% rate of success. This can be achieved by utilizing the "conditions" of the objective appropiately.

b. Directions:
Most of the activity charts had clear and concise directions. The directions should match the objective in the manner of presentation. If the behavioral objective and the directions do not match, the teacher should decide which is more appropriate for the child and revise the chart accordingly.

c. Parental recording:
Some of the parents were recording regularly, some frequently and some sporadically. It is difficult to get parents to record if they have not practiced the recording during the home teaching process. Many parents will work consistently with their children but don't record their progress. The most important aspect is that they work with their children. They should be encouraged to record so that the home teachers can see the rate at which the child is learning which assists in planning weekly goals.

d. Progress reports:
The back of the activity chart should be completed in the home at the end of the home visit. Baseline data from the child's performance should be included rather than "degree of success" listed. The new or continued components should be utilized to assist the master teacher in completing the behavioral log.

5. Review of behavior log:

   a. Frequency of success:
      An overall program success rate should be approximately 85%. Most of the children were succeeding on a weekly basis. This is to be commended. I did not ascertain the exact percentage because of 2 systems used on the log.

   b. Sequence of activities:
      Most of the activities were appropriately sequenced. To ensure appropriate sequencing the teachers should use the checklist along with other developmental scales as guides in planning.

   c. Numbers of activities prescribed weekly:
      One activity per child per week was prescribed. It is recommended that at least two activities a week be planned.

   d. Developmental areas stressed:
      Three areas are stressed. They are cognitive, language and motor. These are generally the areas of delays of the children listed in the I.D.P. It is also important to plan in the other developmental areas to provide a total program for the child.

6. Describe technical assistance provided to staff:

   An inservice was conducted on the use of the checklist, behavioral objectives, task analysis, activity charts, the home teaching process with special emphasis on baseline, and the use of the weekly progress report.

7. Recommendations:

   Curriculum Planning:
   -Use of the PGEE checklist to enhance the skills listed on the I.D.P. and plan in all areas of development to provide a broader based curriculum. Those goals not listed on the I.D.P. should be approved by Laura.

   -Activity charts should be written on or before Friday and reviewed for clarity of behavior and recording and for appropriateness of the developmental level before they are implemented in the home.

   Home-teaching Process:
   -Mock home visits should be practiced periodically with the home teachers to delineate the components of the home teaching process. Each teacher should vary their part in the role play situations.

   -Parents should be more actively involved in the teaching and home visits process.

   -The important role the parent has in teaching their child and what is expected of them during the home visit should be explained to each parent at the beginning of the program year.

I feel these recommendations can be implemented by a staff as conscientious and dedicated as these teachers are. They also have an excellent resource and support person in the master teacher, Laura Flagg.

Susan Weber

Teacher Shirley

Rater Vilcher

Date Feb. 23, 1982

HOME VISIT ASSESSMENT SCALE (HVAS)

Portage Project

Activities: #1 Turtles

#2 Triangles

#3

PREPARATION

Activity Charts:	#1	#2	#3
1) Completed ahead of time.	(+) -	+ -	+ -
2) Written in pencil.	(+) -	+ -	+ -
3) Objective stated behaviorally.	+ -	+ -	+ -
4) Directions clear and complete.	(+) -	+ -	+ -
5) Recording clear and concise.	(+) -	+ -	+ -
6) Activities appropriate for child.	(+) -	+ -	+ -
7) Activities appropriately sequenced in relation to previous week's activities and child's development.	(+) -	+ -	+ -
8) Time and/or trials for activity appropriate for child.	(+) -	+ -	+ -

Materials:	#1	#2	#3
1) Materials needed available.	(+) -	+ -	+ -
2) Materials appropriate for task and for child.	(+) -	+ -	+ -
3) Materials selected from household objects by teacher.	+ -	+ -	+ -
4) Materials selected from household objects by parent.	+ -	+ -	+ -

NA

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IMPLEMENTATION

Home Teaching Process:	#1	#2	#3
1) Teacher takes post-baseline.	(+) -	+ -	+ -
2) Teacher take baseline on new activities — models for parent.	(+) -	+ (-)	+ -
	+ -	(+) -	+ -
3) Parent models for home teacher.	+ -	(+) -	+ -
4) Parent and teacher review activities and recording.	+ -	+ (-)	+ -

General:	#1	#2	#3
1) Activity modified if not acquired at post-baseline.	NA (+ -)	+ -	+ -
2) Home teacher provides rationale for each activity.	+ -	+ (-)	+ -
3) Activity modified if not appropriate at baseline.	(+) -	+ -	+ -
4) Home teacher does not provide reinforcement or correction when taking baseline.	+ -	+ (-)	+ -
5) Home teacher solicits suggestions from parent on activities and/or their implementation.	+ -	+ (-)	+ -
6) Home teacher praises some aspect of teaching before providing parent with corrective feedback.	+ -	+ -	+ -
7) Parent has practiced recording.	+ -	+ -	+ -

INTERACTION

Teacher — Child

1) Home teacher has good rapport with child.	(+) -
2) Home teacher commands child's attention before presenting task.	(+) -
3) Tasks are presented in a positive manner.	(+) -
4) Home teacher's instructions are appropriate to child's receptive level.	(+) -
5) Home teacher reinforces child's appropriate response.	(+) -

Teacher — Parent

1) Home teacher is task oriented.	(+) -
2) Home teacher's language is appropriate to parent's receptive level.	(+) -
3) Home teacher's reinforcement does not mask parent's.	+ (-)
4) Home teacher turns activity over to parent before child tires.	(+) -
5) If parent experiences difficulty in teaching, home teacher intervenes with parent, not child.	+ (-)

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REQUEST FOR YEAR-END INFORMATION

I. Project Information

Project Name Early Beginnings

Project Administrator Laura Anne Flagg

Master Teacher Same

Administrative Agency School Union #122

Number of Personnel Employed by the Project 4

Number of Full Time Home Teachers 0

Number of Part Time Home Teachers 3

Number of Home/Classroom Teachers 3 comb./ 1 center only

Number of Teachers: Professional 1 Paraprofessional 3

Number of Children Served 25

Length of Your Program Year August - June

Major Funding Source Title IV-C ESEA

Of total project cost, what % is:

a. Federal funds 90 Title no. IV-C
b. State funds ____ What-public instruction, mental health ____
c. Local funds 10 What-public schools, county ____

II. Program Information

Does the Project use:

The Portage Guide to Early Education Yes

Another Curriculum Yes What ____

Activity Charts Yes (Please send sample from each teacher.)

Behavioral Log Yes (Please send sample from each teacher.)

The Portage Parent Program No

Is the Behavioral Log Updated Weekly ____ How often Bi-weekly

Percentage of prescriptions achieved in one week:

$$\frac{\text{Prescriptions achieved}}{\text{Total number prescriptions}} = \frac{2}{\text{~~2 /per week~~}} \%$$

III. Dissemination

Number of New Teachers in Your Program that You Have Trained 0

Number of Teachers, Other than Your Program that You Have Trained 0

Number of Children These Teachers Serve _____

Please List Conference Presentations:

NCE Number of Participants 10

_____ Number of Participants _____

_____ Number of Participants _____

Number of Visitors to Observe the Project 10

Did these Visits Result in More Services to Children? Yes How? ___

By sharing our Portage training, we were able to assist four service providers in their home visiting instruction.

IV. Evaluation

Mean Age of Children in Your Program 3-0 (We serve 2, 3 & 4 year olds)

Age of Oldest Child _____ Youngest Child _____

Mean IQ of Children _____ Instrument Used _____

Highest IQ _____ Lowest IQ _____ We do not measure I.Q. for all children.

Alpern-Boll Means

	Physical	Self-help	Social	Academic	Communication
Pre-test	3-4	4-0	4-2	3-2	3-2
Post-test	4-4	5-3	4-9	4-4	4-3

Mean Weeks in Program (pre - to - post test) 30

V. Training and Implementation

Now that you have implemented the Portage Model, in what specific components do your teachers need more training?

Recording, Task Analysis

Is more training in the area of supervision/administration of the Portage Model necessary? Yes If so, in what areas could we provide additional help? Assisting in the planning of activity charts for children with behavior problems.

Has there been an expansion of services to children as a result of your implementing the Portage Model? Yes.

Do you believe the follow-up visit could have been better planned and/or executed? _____ If so, how? It was very beneficial as planned.

Were the terms of your training and technical assistance agreement with the Portage Project met? Yes If not, why? _____

What specific adaptions have you made to the Portage Model to meet the needs of your program? We have used many of the Portage Developmental Goals (as specified in the checklist) have been incorporated in our nursery school curriculum.

Please list other agencies that you know that may desire to become replication sites _____

_____

_____

_____

Send any of the following information that your project has to the Portage Project:

X -Brochures

X -Newspaper articles about the project

-Agendas (for trainings you conducted or conference presentations)

-Evaluation reports (internal or external evaluators)

-Journal articles about the project

-Masters or doctorial papers about the project

-Progress reports

X -Summary of pre- and post-test scores (See page 2)

MODEL IMPLEMENTATION SITES

1981 - 1982

AGENCY NAME AND ADDRESS	NUMBER OF CHILDREN SERVED	AGES OF CHILDREN	HANDICAPPING CONDITION	TYPE OF AGENCY
Foresight Project Estes Park Elementary Estes Park, Colorado 80517 Contact Person: Linda Ralston (303) 586-9529	8	0-5	Developmentally Delayed	Public Schools Preschool Incentive Grant
Preschool Program East Central B.O.C.E.S. Box H Limon, Colorado 80828 Contact Person: Naomi Malcolm (303) 775-2342	23	0-5	Non-Categorical	Public Schools Cooperative Title VI-B
Regional Child Development Center Developmental Services, Inc. P.O. Drawer II Big Stone Gap, Virginia 24219 Contact Person: Bill Smith (703) 523-0682	56	0-5	Developmentally Delayed Multi-Handicapped	Private Non-Profit
Early Beginnings Woodland Consolidated Schools School Union #122 R.F.D. 3 Caribou, Maine 04736 Contact Person: Laura Flagg (207) 492-6561	25	2-4	Developmentally Delayed	Public Schools Title IV-C

MODEL IMPLEMENTATION SITES (Continued)

1981 - 1982

AGENCY NAME AND ADDRESS	NUMBER OF CHILDREN SERVED	AGES OF CHILDREN	HANDICAPPING CONDITION	TYPE OF AGENCY
Sno-Valley Developmental Center P.O. Box 300 Snoqualmie, Washington 98065 Contact Person: Diane Hanley (206) 788-6637	20	3-5	Developmentally Delayed	Developmental Center Title VI-B
Infant-Preschool Program South Metro Psychoeducational Center 370 Blair Villa Drive, S.E. Atlanta, Georgia 30354 Contact Person: Don Burns (404) 363-6976	29	0-4	Non-Categorical	State Funded Agency Serving Public Schools
Mille Lacs Family Education Program Star Route Onamia, Minnesota 56359 Contact Person: Lanette Bellecourt (612) 532-4181	12	0-5	Developmentally Delayed	Community Reservation Program State and Federal Grant
Yellowstone-West/Carbon County Special Services Cooperative c/o Belfry Schools Belfry, Montana 59008 Contact Person: Vickie Fritz (406) 664-2348	12	3-5	Multi-Handicapped	Public Schools Special Education Cooperative

MODEL IMPLEMENTATION SITES (Continued)

1981 - 1982

AGENCY NAME AND ADDRESS	NUMBER OF CHILDREN SERVED	AGES OF CHILDREN	HANDICAPPING CONDITION	TYPE OF AGENCY
TRAINING AND TECHNICAL ASSISTANCE PLANNED AND SCHEDULED FOR TRAINING IN JULY AND AUGUST 1982				
Early Childhood Program Lodi Public School District Lodi, Wisconsin 53555 Contact Person: Barry Golden (608) 592-3851	13	0-5	Multi-Handicapped	Public School
Ojo Caliente Head Start Program P.O. Box 6 El Rito, New Mexico 87530 Contact Person: Mary Martinez (505) 581-4505	355	3-5	Developmentally Delayed	Head Start

WORKSHOPS

1981 - 1982

SPONSOR AND LOCATION	DATES	NUMBER IN ATTENDANCE	OTHER AGENCIES PRESENT	STAFF
Bureau of Mental Retardation Region I Presque Isle, Maine Held at Caribou, Maine	7/21-24/81	4		S. Weber
Child, Inc. Austin, Texas	7/23-24/81	22		G. Jesien
Department of Special Education Early Childhood Handicapped University of Wisconsin - Whitewater Whitewater, Wisconsin	8/24-26/81	41		G. Jesien S. Weber
Cooperative Educational Service Agency 12 Early Childhood Direct Service Portage, Wisconsin	8/26-27/81	8		S. Weber
Georgia Psychoeducational Network South Metro Psychoeducational Center Atlanta, Georgia	9/1-4/81	8	Staff of Georgia Psychoeducational Network	S. Weber
Allegheny County Head Start Allegheny Intermediate Unit Home-Based Program Pittsburgh, Pennsylvania	9/10/81	18		S. Weber
Allegheny County Head Start Classroom Componant Allegheny Intermediate Unit Pittsburgh, Pennsylvania	9/11/81	34		S. Weber

WORKSHOPS - Continued

1981 - 1982

SPONSOR AND LOCATION	DATES	NUMBER IN ATTENDANCE	OTHER AGENCIES PRESENT	STAFF
State Implementation Grant Denver, Colorado Limon, Colorado	9/22-25/81	10	B.O.C.E.S. Estes Park Adams County 12 Centenial Mental Health Burlington Public Schools	S. Weber
West Central Community Action Box 96 Donnelly, Minnesota	9/29/81	23		S. Frohman
Portage Project On-Site Workshop Portage, Wisconsin	9/22-25/81	7		S. Frohman G. Jesien
Special Services Aberdeen School District 6-1 Aberdeen, South Dakota	10/13-15/81	13		S. Frohman K. Wollenburg
Portage Project On-Site Workshop Portage, Wisconsin	11/17-18/81	2		S. Frohman K. Wollenburg
* University of Caracas Department of Psychology Caracas, Venezuela	10/26-30/81	26	Preschool Model Program and Venezuelan Institute for the Integral Development of the Child	G. Jesien
* College of Psycopedogy for the Handicapped Caracus, Venezuela	10/19-23/81	28		G. Jesien

WORKSHOPS - Continued

1981 - 1982

SPONSOR AND LOCATION	DATES	NUMBER IN ATTENDANCE	OTHER AGENCIES PRESENT	STAFF
Head Start Child Development Council, Inc. 11 South SanJosquin Street #500 Stockton, California	12/14-18/81	50		C. Loftin
Charles Lea Child Development Center Spartanburg, South Carolina	1/18/82	20		G. Jesien
University of Redlands Redlands, California	1/4-6/82	1		K. Wollenburg
* Ministry of Health and Social Assistance San Salvador, El Salvador	2/15-18/82	22	Maternal Infant Care Nutrition and Health Department	G. Jesien
Portage Project On-Site Workshop Portage, Wisconsin	2/23-26/82	5		K. Wollenburg
Charles Lea Child Development Center Spartanburg, South Carolina	3/10-12/82	18		G. Jesien
Portage Project On-Site Workshop Portage, Wisconsin	4/20-23/82	4		K. Wollenburg
University of Wisconsin Eau Claire Department of Special Education Eau Claire, Wisconsin	6/7/82	9	Graduate Students Psycologist O.T.	S. Weber

SPONSOR AND LOCATION	DATES	NUMBER IN ATTENDANCE	OTHER AGENCIES PRESENT	STAFF
Peruvian Ministry of Education Portage, Wisconsin	6/7-9/82	4		G. Jesien
Northumberland Area Health Authority Morpeth, Northumberland, England Portage, Wisconsin	6/21-22/82	1		G. Jesien S. Weber
Department of Public Instruction Poly Institute Stevens Point, Wisconsin	6/29/82	30		S. Weber
MHMR - Child Development Center Mental Health Retardation 1319 Summit Fort Worth, Texas	6/9-11/82	24		K. Wollenburg S. Frohman

* All costs, including staff time were paid by sponsoring agency.